DOCUMENT RESUME

ED 330 792 CE 056 408

AUTHOR Crew, Edith; Easton, Peter
TITLE Identifying the Training Needs of Florida's Adult Literacy Leadership: Principal Findings of the Study. Adult Literacy Leadership Project. Volume I.
INSTITUTION Florida State Univ., Tallahassee. Center for Policy Studies in Education.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE Jun 90
NOTE 85p.; For related documents, see CE 056 409-410.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; *Adult Educators; *Adult Literacy; Educational Needs; *Inservice Teacher Education; *Leadership Training; Needs Assessment; *Professional Development; Training Methods; Training Objectives
IDENTIFIERS *Florida

ABSTRACT

Though increasing attention has been focused on overcoming basic and functional illiteracy, little attention has been paid to adult literacy educators' professional development. A study identified the education and training needs of Florida's literacy leadership. Instructor and administrator surveys were sent to all agencies receiving funding from the Florida Department of Education; 64 instructors and 63 administrators responded. In addition, 14 of 25 literacy consultants returned surveys, and extended interviews were conducted with more than 20 experienced literacy educators. Information was collected and analyzed on five related topics: (1) status of Florida's adult literacy; (2) practice in other states regarding literacy leadership training; (3) professional and academic literature on leadership training; (4) training needs for Florida providers; and (5) insights of veteran observers of literacy programming. Four recommendations were formulated: (1) renew the Department of Education's commitment to the training and professional development of Florida's literacy personnel; (2) devise a model for design and delivery of critical forms of training; (3) increase incentives for continuing education relevant to literacy; and (4) conduct focus groups at regional and local sites. The survey instruments are included in the appendixes. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED330792

ADULT LITERACY LEADERSHIP PROJECT

VOLUME I

IDENTIFYING THE TRAINING NEEDS OF FLORIDA'S ADULT LITERACY LEADERSHIP: PRINCIPAL FINDINGS OF THE STUDY

Edith Crew and Peter Easton

Principal Investigators
Associate Professors of Adult Education
Department of Educational Foundations and Policy Studies

Mary Alexander, Research Associate
Loren White, Research Associate

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

June, 1990

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Herrington

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE056408

Prepared by the Center for Policy Studies in Education, The Florida State University under contract with the Florida Department of Education, Bureau of Adult and Community Education.
The views expressed in this report are those of the authors.

ACKNOWLEDGEMENTS

Identifying the education and training needs of Florida's Adult Literacy Leadership as reported herein required a variety of contributions from different individuals. The investigators would like to formally acknowledge the dedication of persons, groups, and organizations who participated in the implementation of the study and the preparation of this request.

We recognize the leadership in the Department of Education (DOE) who facilitated this study through funding and technical assistance. *Mr. John E. Lawrence*, Bureau Chief, Adult and Community Education, *Ms. Leatricia A. Williams*, Program Director, Adult Education/Lifelong Learning Section, and *Dr. Connie E. Hicks-Evans* provided substantial direction and review as the study proceeded.

Additionally, a group of field-based adult educators who came to be called "Project Partners" were vital contributors to the study in matters of substance and review. These individuals were -- *Ms. Cecelia "Ceal" H. Anderson, Dr. Kevin Freer, Mr. Matthew Meadows, Mr. Jack Newell, Ms. Anita Rodgers, Ms. Betty Ann Scott, and Ms. Dottie Vandergrift*. We are greatly indebted to them for their support and insight.

Our thanks go to *Dr. Mary Cozean Alexander*, Research Associate and Project Coordinator who was indispensable to the success of the study through her tireless efforts and her contagious enthusiasm for its successful completion. Dr. Nadine Mandolong, consultant to the project, also was highly instrumental in helping get the study organized in its initial phases. In addition, sincere appreciation goes to *Mr. Loren A. White*, Graduate Assistant to the project, to the technical support team provided by the Center for Policy Studies in Education (CPSE), and to faculty of the Department of Educational Foundations and Policy Studies whose resourcefulness and assistance facilitated our data processing and analysis efforts.

To all others who spent time with us on the telephone, made referrals, and who became part of our on-going network, we thank you.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS i
LIST OF TABLES iv
EXECUTIVE SUMMARY v

INTRODUCTION 1
Intent of the Study 1
Objectives of the Study 2
Ambitions and Limitations 2
Organization of the Study 3

METHODOLOGY 4
Instrumentation and Data Collection 4
Current Status of Adult Literacy in Florida 5
Felt Needs of Literacy Providers 5
Perspectives and Insights of Veteran Observers 5
Survey of National Experience in Literacy Leadership Training 6
Review of the Literature 6
Data Analysis 6

FINDINGS: THE CONTEXT OF LITERACY LEADERSHIP TRAINING 8
Current Dimensions of the Illiteracy Problem in Florida
Best Practice in Other States 8
Review of the Literature on Leadership in Adult Education 11

FINDINGS: FELT NEEDS FOR TRAINING AMONG
FLORIDA'S LITERACY LEADERSHIP 13
Characteristics of the Sample 13
Statistical Profile of Respondents 16
Priority Needs Statewide 21
Instructors and Administrators 21
Advisors 26
Statewide Patterns 27
Cross Ranking of Instructor and Administrator Training Needs 27
Variation Within the State 30
Variations by Region and Location 30
Variations by Percent Time Devoted to Adult Literacy 36
Qualitative Insight from the Data 37
Additional Training Areas of Importance to Florida's Literacy Leadership 37
Key Contextual Factors 39

SYNTHESIS AND CONCLUSIONS 41

RECOMMENDATIONS 44
First Recommendation 44
Second Recommendation 44
Third Recommendation 45
Desirable Follow-up 45

REFERENCES

APPENDICES

LIST OF TABLES

		page
1	Sampling Data on Survey of Administrators and Instructors	14
2	Sampling Data on Survey of Literacy Project Advisors	16
3	Educational Background of Administrators Responding to Survey	17
4	Educational Background of Instructors Responding to Survey	17
5	Types of Institutions Represented by Respondents to Survey	18
6	Predominant Location of Population Served by Respondents to Survey	18
7	Age Group of Population Predominantly Served by Respondents to Survey	19
8	Percentage of Time Devoted to Adult Literacy Programs by Instructors Responding to Survey	20
9	Percentage of Time Devoted to Adult Literacy Programs by Administrators Responding to Survey	20
10	Instructors' Average Ratings of General Training Needs	22
11	Administrator's Average Ratings of general Training Needs	22
12	Instructors' Average Ratings of Specific Training Needs	24
13	Administrators' Average Ratings of Specific Training Needs	25
14	Advisors' Ranking of Their Own General Training Needs	26
15	Comparison Between Instructors' Ranking of Their Own General Training Needs and Administrators' Ranking of Those Needs	28
16	Comparison Between Administrators' Ranking of Their Own General Training Needs and Instructors' Ranking of Those Needs	29
17	Regional Variation in Priority Order of Instructors' Specific Training Needs	31
18	Regional Variation in Priority Order of Administrators' Specific Training Needs	32
19	Regional Differences from Statewide Patterns in Felt Needs of Literacy Instructors and Administrators	34
20	Exceptionally Pronounced Regional Needs for Instructor Training	35
21	Exceptionally Pronounced Regional Needs for Administrator Training	36
22	Additional Training Needs of Instructors and Administrators From Analysis of Qualitative Data	38

EXECUTIVE SUMMARY

Purpose

Though increasing attention has been focused in recent years on the drive to overcome basic and functional illiteracy among adults in this country, rather little heed has been paid to the professional development and continuing education needs of the personnel charged with leading the efforts -- namely, the instructors, administrators and advisory staff who plan and carry out adult literacy programs at the regional and local levels. This study is devoted to bridging that gap. Its central purpose is to identify the most pressing education and training needs of Florida's literacy leadership and to begin the process of envisioning adequate programmatic responses.

Methodology

The methodology adopted for assessing the training needs of literacy providers in the relatively short time (four months) available for this research was shaped in conformity with two underlying principles: (1) provide for maximum possible participation by adult literacy providers in the design, execution and interpretation of the study; and (2) combine several different bodies of evidence and types of inquiry as a means of validating findings and compensating for the difficulties of rapid investigation in such a new field.

In the course of the study, information was collected and analyzed on five related topics:

- the present status of adult literacy in Florida;
- current best practice in other states regarding the training of literacy leadership;
- recent professional and academic literature on leadership training;
- the most pressing felt needs for training of Florida's literacy providers; and
- the insights of veteran observers of Florida literacy programming on this same theme.

Survey instruments on training needs were designed and sent to local education agencies and literacy providers in all districts of the State currently receiving funding for adult education programming. Sixty-seven percent (67%) of the recipient organizations responded, furnishing 112 completed surveys. In addition, numerous interviews were conducted by telephone and in person, and several meetings with representatives of literacy provider agencies were held at various stages in the development of the study concerning its design and organization and the interpretation of its results.

Findings

The principal findings from these different sources of information provide **convergent evidence of the urgent need for continued professional training of literacy personnel in Florida.**

Current Status of Adult Literacy in Florida

The problem of adult illiteracy in Florida continues to grow in dimension and complexity. Current literacy programming funded or promoted by the Department of Education, while increasingly innovative and effective, is not yet of a scope or breadth to overcome the multiple sources of the illiteracy problem in Florida. Quantitatively, current best estimates indicate that the number of people added to the "pool" of adult illiterates in Florida every year by school dropout, undereducation and the effects of immigration almost certainly surpasses -- and may more than double -- the number made literate by our programs. Qualitatively, new methods are sorely needed for "reaching the unreached" across the barriers created by the "subcultures of illiteracy" to which multiple sources of disadvantage give birth. Staff training will be a critical component of any new initiatives designed to overcome this double jeopardy.

Best Practice in Other States

Other states whose situation most resembles our own (Virginia, Texas, Arkansas, California and North Carolina) **have recognized the imperative for an expanding and better trained cadre of literacy professionals and providers.** Initiatives recently undertaken in these states furnish useful examples for consideration in Florida. At the same time, the recent and exploratory nature of programs elsewhere in the country demonstrates that Florida can be on the forefront of the nation in addressing this critical aspect of the drive for literacy.

Literature Review

The scant though rapidly increasing literature on leadership and leadership training needs in adult literacy makes clear **the multiple competencies that must be brought into play in building effective literacy coalitions and programs.** Most of these are not provided by the professional and training backgrounds from which adult literacy providers generally come. Attention is only now being drawn in print to the nature of this shortfall and optimum means for remedying it.

Survey of Felt Training Needs

Qualitative and quantitative data from the survey of felt needs among Florida literacy providers leave little doubt that for the large majority of respondents continuing education opportunities are greatly desired. **Training is valued not only as a means of meeting skill instruction needs, but also as an opportunity for "field-to-field" networking with other literacy providers.** Instructors cited most frequently their need for training in improved instructional methods, new learning technologies, student retention strategies and methods for identification and treatment of learning disabilities. Administrators stressed fund acquisition techniques, computer skills, management skills, and strategies for marketing programs and building community support. Advisory staff gave priority to program management and evaluation methods, financial planning, and legislative relations as areas for their own training.

There was at the same time **significant variation in needs among different subgroups within the State.** The most noticeable differentiating factors were geographical region, predominantly rural versus predominantly urban location, and part-time as compared to full-time staff. In general, administrators expressed a higher level of interest in training and a greater number of priority needs than did instructors, though this may be partly accounted for by the "leadership" focus of the survey.

Recommendations

The following general recommendations were formulated by the research team at the conclusion of the study:

(1) **Renew and reaffirm the DOE's commitment to the training and professional**

development of Florida's literacy personnel and its resolve to help provide the necessary continuing education resources and opportunities.

(2) **Take the next major step in meeting the training needs expressed** by evaluating existing training procedures, inventorying potential training resources around the State, and **devising a model for design and delivery of the most critical forms of training** to those in need.

(3) Consider the feasibility of various measures to **increase incentives for continuing education relevant to literacy** and to structure professional development opportunities for committed literacy providers.

(4) Conduct **focus groups at regional and selected local sites** to discuss the results of the study, their meaning and their implications with district personnel.

Chapter I
INTRODUCTION

The importance of continuing education and training is a recurring theme in the development of professionals in virtually every field of endeavor. Nowhere is this more certain than in those professions whose practitioners attempt to shape human behaviors and enhance individual capabilities. Adult educators are such a breed. Their belief in and commitment to lifelong learning require that they continuously refuel their professional energies. Equally important, their singular dedication to enabling others mandates that they be responsive to a learner population that is challenged daily by the dynamics of our fast-changing world. Adult educators are required to be relevant as well as responsive, capable as well as caring.

Among such adult educators are those whose present career tracks land them squarely in the throes of one of the greatest challenges of our time, that of alleviating the conditions of basic and functional illiteracy. The study reported here was conceived with the aim of facilitating the professional growth and development of literacy educators who have accepted this challenge. It is intended to serve as an enabling tool for decision makers who shape opportunities for the continuing professional development of literacy providers.

Intent of the Study

The intended beneficiaries of this study are the "literacy leadership" of the State of Florida, a term we construe broadly to embrace administrators, instructors and members of boards and councils which advise literacy programs. Consistent with that intent, the central purpose of the study has been to identify their education and training needs and to begin the process of envisioning programmatic responses to meet those needs.

The study was guided by a major adult education tenet, that of involving stakeholders in the planning and implementation of any project that concerns their interests and destinies. As a consequence, the study is solidly grounded in the felt needs, working philosophies, and expressed concerns of adult literacy administrators, instructors and advisors from districts throughout the state of Florida. A large number of such practitioners were also directly involved in analyzing and interpreting the results of the study. The overall research effort was characterized both by a great diversity of participants and responses and by a multidimensional approach to research methodology.

Objectives of the Study

The study was structured around five main objectives:

1. To conduct and provide to the Bureau of Adult and Community Education an in-depth assessment of the leadership education and training needs within Department of Education sponsored programs in Florida.

2. To survey current best practices in regard to the education and training of literacy leadership in states and regions of the United States whose demographic profile and socioeconomic characteristics closely approximate those of Florida.

3. To examine and synthesize current national thought on leadership development in adult literacy education settings.

4. To summarize recent research and experience nationwide concerning effective strategies for combatting functional illiteracy with which Florida's literacy leadership should be acquainted, and to identify sources from which this content for future training programs can be most effectively drawn.

5. To identify the dimensions of the current literacy situation in Florida and its districts that informed local leadership will need to appreciate and monitor, and to propose means for regularly updating this information base and incorporating it into training programs.

Ambitions and Limitations

Like most others of its kind, this study is characterized by certain limitations which constrain its generalizability in some areas of the state. While broad representation was sought and achieved, there were cases of nonresponsiveness from a minority of local education agencies and of sparse response from others. Multiple research methods minimized the influence of this constraint on the over-all results and on the utility of those results.

Although the study is characterized by thoroughness and depth, the researchers suspect that it only "scratches the tip of the iceberg" in offering a full diagnosis of the multi-dimensional deficit in the provision of continuing education and training for literacy educators. The dimensions of the deficit are far-ranging and are shown in this study to have wide geographical, policy, and philosophical implications.

As an initial study of its kind in the state, it should serve as a resource for use with a number of publics and constituencies, including legislative bodies; as a means for projecting and prioritizing need; as a networking device; and as a vehicle for promoting awareness and adoption of new or improved practices in the area of leadership training.

The Bureau of Adult and Community Education (Division of Adult and Vocational Education - DOE) is to be commended for its promotion of such a study, one of the few similar research efforts conducted to date either in the Southeast or nationally. The sponsorship and conduct of this study speak once again to the vision and urgency with which DOE Adult Education leadership addresses the literacy challenge in Florida.

Organization of the Study

The final product of the study is comprised of three volumes, separated principally to facilitate use of individual documents by those who may not be interested in all aspects of the research undertaken. This first volume includes the overall research report and a short series of appendices. The report presents the methodology of the study (Chapter II), the essential findings of the research (Chapters III and IV) and our conclusions and recommendations (Chapters V and VI). The appendices include a copy of the survey instruments (Appendix A), an evaluation of our methodology and instruments (Appendix B), some supplementary data tables (Appendix C) and a directory of resource persons who have taken an active part in the research and constitute an in-state network for future training initiatives" (Appendix D).

Volumes II and III contain background studies and resource documents that were used in the course of our research or developed from it. Volume II is composed of three working papers prepared by the study team, the first on the current status of literacy in Florida, the second on best practices in respect to the training and professional development of literacy staff in other states of the country, and the third presenting a review of the literature on adult literacy leadership development. Volume III, on the other had, consists of an annotated bibliography of source materials on effective strategies for combatting functional illiteracy which may be useful for future in-service training programs for literacy providers.

Chapter II
METHODOLOGY

In this section, we will discuss the methodology used in the study to assess the education and training needs of Florida's literacy leadership.

From the outset, the State's "literacy leadership" was defined to include three distinct categories of people involved with DOE-funded literacy programs:

- first, local literacy instructors, both part- and full-time;
- second, administrators, trainers and program developers at both local and regional levels; and
- third, people serving on advisory boards and having responsibility for policymaking with respect to State-funded literacy activities.

Our basic methodological option was to approach the question of education and training needs *from several angles and via several different and complementary types of inquiry*. In areas where existing knowledge is limited or the situation is controversial, researchers generally contend that most insight is gained by a strategy of "triangulation" -- that is, by analyzing questions with more than one set of data and from both qualitative and quantitative points of view. In this way, each approach helps to compensate for the possible shortcomings of the other: important facts or perspectives overlooked in one part of the research are often captured in another, and key conclusions can be validated by the support of more than one type of evidence.

Instrumentation and Data Collection

In this study, it was decided to combine relatively extensive questionnaire data with more intensive and qualitative results obtained from personal interviews, and to compare the material on Florida developed in this way with information on state-of-the-art trends and practices in literacy leadership training and related fields from other parts of the country. Information was collected and analyzed on five related topics: (1) the current status of adult literacy in Florida; (2) the felt needs of literacy providers; (3) the perspectives and insights of veteran observers of Florida literacy programs; (4) best practice in other states with respect to literacy leadership training; and (5) insights from recent literature on leadership training.

Current Status of Adult Literacy in Florida

All information was set against the backdrop of the current situation of adult literacy in our State, which the project team assessed by updating a paper on "Literacy Education and the Future of Florida: Looking Toward the Year 2000" originally prepared by John Lawrence, Ike James and George Aker for the 1987 Annual Conference of the Florida Literacy Coalition.

Felt Needs of Literacy Providers

The project team developed a four-page questionnaire (see Appendix A) with one version for instructors and another for administrators, to assess the relative urgency and importance of training needs in more than 25 general areas and component skills related to development and implementation of literacy programs. Skill areas were derived from analysis of comments and suggestions made during a workshop on the training and professional development of literacy providers held at the March 1990 Conference of the Florida Literacy Coalition in St. Petersburg, supplemented by further conversations with a number of literacy advisory staff and by the professional and personal experience of the research team.

Both versions of the survey instrument were sent to every agency or group currently receiving 321 Grant funding from the Department of Education with a cover letter explaining purpose and content and asking respondents to have the questionnaire filled out by a representative sample of their instructional and administrative staff. ("321 Grants" are Federal flow-through monies available upon application to supplement local education agency [LEA] provision of adult education services.) In addition, the research team developed a shorter survey form for a group of twenty-five literacy "advisors" identified via their membership on the State Adult and Community Education Advisory Council or their service as Project Plus conveners in Florida (see Appendix D). A copy was sent to each of them with a self-addressed and stamped return envelope.

Perspectives and Insights of Veteran Observers

As a third information base for the study, the research team conducted more extended interviews by telephone or in person with better than twenty people around the State selected for their long experience with literacy efforts in Florida. Eight people in this group (identified in Appendix D) volunteered to serve as "Project Partners," a function which involved more frequent interaction plus review of our preliminary results.

Survey of National Experience in Literacy Leadership Training

Research team members contacted agency and university personnel in a sample of states having literacy-relevant characteristics similar to those of Florida in order to gather data on their current practices with regard to literacy leadership training. States were sought that had one or more of the following characteristics: rapid growth of a large population, cultural diversity with a growing immigrant population, service-based or agriculture-based economy, Southern tradition, and/or Sunbelt location. Those finally selected as a basis for comparison were Virginia, Texas, Arkansas, California and North Carolina.

Review of the Literature

The research team also performed a comprehensive review of recent published literature both on literacy leadership training and on effective strategies for combatting adult illiteracy to cull out insights relevant to the Florida situation. References were identified through ERIC and library searches.

Given the short timeline for the study, it was not possible to pursue any of these strands of research in great detail. The grant was approved in February 1990 and actual research design, data collection and data analysis activities took place from March throught June 1990. Nonetheless, the research team judged best to maintain its basic choice of a multimethod approach to the study in order to ensure depth and relevance in the findings

Data Analysis

In the first round of analysis, quantitative data from the survey were entered into the computer with the use of the *Statistical Package for the Social Sciences (SPSS)* in order to establish frequency distributions, group and subgroup means and selected measures of association. Qualitative data from interviews and open-ended responses to the survey were entered into *QualPro* software and recurrent themes identified. At the same time, results of the literature review and information concerning practice in other states were drawn up into two working papers for staff perusal and use.

In the second stage of the analysis, these various types of data were compared and synthesized by project staff and an outline of conclusions and supporting analysis was prepared. The first-draft results were then submitted to our "Project Partners" and discussed in detail with them during a meeting held in Tallahassee. On the basis of suggestions made in this meeting, a few additional data analyses were performed, interpretation and conclusions were sharpened and/or revised and the second draft of the Project Report was prepared for submission to the Department of Education.

The various kinds of data gathered for the study can and will be subjected to further analysis over the upcoming year and should yield a number of additional insights beyond those most relevant to the immediate objectives of this study.

Chapter III
FINDINGS: THE CONTEXT OF LITERACY LEADERSHIP TRAINING

To help frame the issue of training needs among Florida's literacy leadership, the study team sought out information from three related sources:

- first, current data and perspectives on the dimensions of the illiteracy problem in Florida;
- second, information on staff training practices of literacy agencies in other states with characteristics similar to those of Florida; and
- third, a review of recent literature on the training of adult education leadership.

The full results of these studies are presented in the three working papers contained in Volume II of the report. The essential conclusions of each study are summarized in this chapter of the report to provide a framework for the survey of felt needs among Florida's literacy providers, as well as to furnish additional perspectives from which to interpret the survey's results. Chapter IV will then be devoted to presentation of findings from the survey of felt training needs among Florida's literacy providers.

Current Dimensions of the Illiteracy Problem in Florida

Florida has long been in the forefront of states both in respect to its literacy programming and in respect to its efforts of assessment, evaluation and informed policy-making with regard to literacy. A landmark document in this context is the paper on "Literacy Education and the Future of Florida: Looking Toward the Year 2000" prepared by John Lawrence, Ike James and George Aker for the Annual Conference of the Florida Literacy Coalition in 1987. The study prepared for the present report is essentially an update of the Lawrence, James and Aker paper and is presented in its entirety in Volume II of this report. Its principal conclusions are the following:

- The dimensions and complexity of the illiteracy problem in Florida continue to grow.
- Confusion about what literacy *is* clouds collection and interpretation of the data.
- The numbers of basic and functional illiterates in Florida are on the rise, fed both by undereducation and dropout rates among the school age population and by in-migration of illiterate adults.

- Illiteracy in Florida is frequently correlated with other dimensions of social disadvantage or isolation (like unemployment, racial discrimination, rural location and/or old age). This phenomenon tends to create particular cultural "enclaves" that prove highly resistant to traditional means of designing and delivering literacy programs.
- The negative impacts of illiteracy on the social and economic welfare of the State are increasingly clear -- and their effects increasingly onerous.
- Current literacy programming funded or promoted by the Department of Education, while increasingly innovative and effective in many respects, is not yet of a scope or breadth to overcome the multiple sources of the illiteracy problem in Florida.

    - Quantitatively, the number of people added to the "pool" of adult illiterates in Florida every year by deficiencies of the school system and immigration effects almost certainly surpasses -- and perhaps more than doubles -- the number made literate by our programs.

    - Qualitatively, new methods are needed for "reaching the unreached" and bridging barriers created by the subcultures of illiteracy to which multiple sources of disadvantage give birth. Moreover, some groups -- like the illiterate elderly, illegal immigrants and certain strata of unemployed youth -- remain virtually untouched.

Mounting the kind of effort needed to stem the tide will require creative thought, new funding, strong State-level support, positive localization of responsibility, enlistment of private initiative -- and serious staff training efforts, both for existing personnel and for the new enlistees needed to increase the impact of our programs. Moreover, training needs must be defined, and curricular materials developed, with an eye to the future demographic and economic evolution of the state and its labor market.

Best Practice in Other States

A second base of information used to set the context for assessing the training needs of Florida's literacy leadership concerned current staff training practices among literacy agencies in a sample of other states with characteristics similar to those of Florida. The states chosen for comparison were Virginia, Texas, Arkansas, California, and North

Carolina. The full monograph on the results of the survey is included in Volume II of this research report. The essential conclusions of the report are summarized below:

(1) **In the states surveyed, attention is just beginning to be given** in a systematic and focused manner **to the training needs of adult literacy providers** and to optimal means for meeting them.

(2) Two states (Virginia and Arkansas) are massively increasing funding for literacy programming but are still exploring means for upgrading staff training and related research. **Virginia augmented its appropriations for literacy over tenfold** during the current biennium (1988-90) and has set aside increased funds for related university research.

(3) **North Carolina and Texas have recently undertaken assessments of the training needs of their literacy staff** but have not yet translated the results into programmatic form. The content and results of their assessment inform the conclusions that will be drawn from this report.

(4) **Texas requires all state-funded literacy staff and providers to take at least twelve continuing education units (CEUs) in the field of adult education every year** as one means of upgrading the competencies of its literacy leadership.

(5) **California has created an Outreach and Technical Assistance Network (OTAN)** -- a decentralized unit with six offices throughout the state -- **to conduct training needs assessments and assist in the local and regional implementation of the plans** that are designed to meet the priority needs established in this way.

(6) In addition, **California has enlisted the library and state university systems to link up in recruiting new literacy instructors and providing them with training.** The UCLA Alumni Association asks each student upon graduation to complete a pledge card offering to serve as a literacy instructor when needed and/or to provide financial and logistical support to the literacy effort.

A number of encouraging initiatives have thus been undertaken in other states with problems and potentials similar to our own, and they serve to confirm the importance of developing literacy leadership through concerted efforts of staff training and renewal. At the same time, **the recent and exploratory nature of programs elsewhere in the country**

demonstrates that Florida can be on the forefront of the nation in addressing this critical aspect of the drive for literacy.

Review of the Literature on Leadership in Adult Education

The third source of information used in this research report to set a framework for the assessment of training needs among Florida's literacy leadership was a review of recent professional and academic literature on the subject. The full text of that review may be found in Volume II of the report. Highlights of particular relevance to the main thrust of this document include the following:

(1) In general, **leadership in adult literacy programs has not been a major topic of the adult education professional literature.** A combined computer and manual review of recent articles and books reveals only three references to adult literacy leadership (Courtney, 1990).

(2) At the same time, there are repeated and **increasingly urgent calls for improved training of adult basic education professionals** (e.g., Jorgenson 1988). Attention is frequently directed to the *training gap* between the current competencies of these personnel and the challenges of the sort of instructional and administrative leadership that will be required to make significant inroads into the current dilemmas of large-scale basic and functional illiteracy.

(3) The training areas currently in highest demand among adult education administrators nationwide and across program settings are the following (Gilley, 1987):

- **Communication skills**, particularly as they relate to collaborative decision-making by involvement of all those affected by the decisions.
- **Corporate culture** and related business-inspired capacities to view education as a dynamic enterprise and to forge partnerships and agreements among all organizations and agencies serving the same target population.
- **Management and supervisory skills**, including such innovative areas as Quality Circles and Managerial Grid approaches to organizational effectiveness.

- **Career development guidance**
- **Interpersonal skills and motivational training**

In addition, two new areas, though still at the "exposure stage" among adult educators, show much promise: computer skills and entrepreneuring. **Computer technology is proving increasingly important in Adult Basic Education (ABE)** both at the instructional level -- where computer-assisted instruction is being applied with increasing success to literacy learning -- and at the administrative level, as an aid in organizing the complex information, accountability and assessment tasks of ABE programs.

(4) In the general literature on educational leadership, increasing emphasis is being placed on **the "qualitative" aspects of the administrator's task** (Truskie 1981; Ames 1989; Kiser 1990). These involve

- the ability to communicate in a regular and humanly motivating way with co-workers,
- skills in appreciating the diversity of deep human needs and designing programs that are expressive of them, and
- facility in managing the *context* of decision-making in such a way that others take fruitful initiative and feel personally rewarded by their activity.

The challenge for trainers is to determine how these qualitative competencies can best be developed or evoked in adult education staff.

Chapter IV
FINDINGS: FELT NEEDS FOR TRAINING AMONG FLORIDA'S LITERACY LEADERSHIP

The main focus of this study was on felt needs for training among Florida's "literacy leadership" -- that is, the instructors, administrators and policy advisors currently responsible for developing and implementing DOE-funded programs designed to achieve the objectives of the Florida Literacy Plan. Needs were assessed quantitatively and qualitatively using survey instruments, interviews and focus group sessions in the manner described in Chapter II. The results of the assessment are reported in this chapter.

Characteristics of the Sample

Three survey instruments (see Appendix A) were mailed out to the three categories of personnel concerned. At the suggestion of the Department of Education, we used the directory of all 1989-90 321 Grant recipients as the framework for defining our "population" of literacy instructors and administrators and the source for our mailing list. ("321 Grants" are federal flow-through funds designed to supplement local education agency [LEA] provision of adult literacy services and may be applied for yearly.)

The directory included literacy providers in every district of the State except Gilchrist County, which had not submitted a 321 proposal for the current fiscal year. Each addressee was asked to distribute copies of the instruments to one or more administrators and instructors in district literacy programs.

The data on numbers of addressees and respondents among these district personnel are given in Table 1 below and appear graphically represented on the map of Florida in Figure 1 hereafter.

Table 1

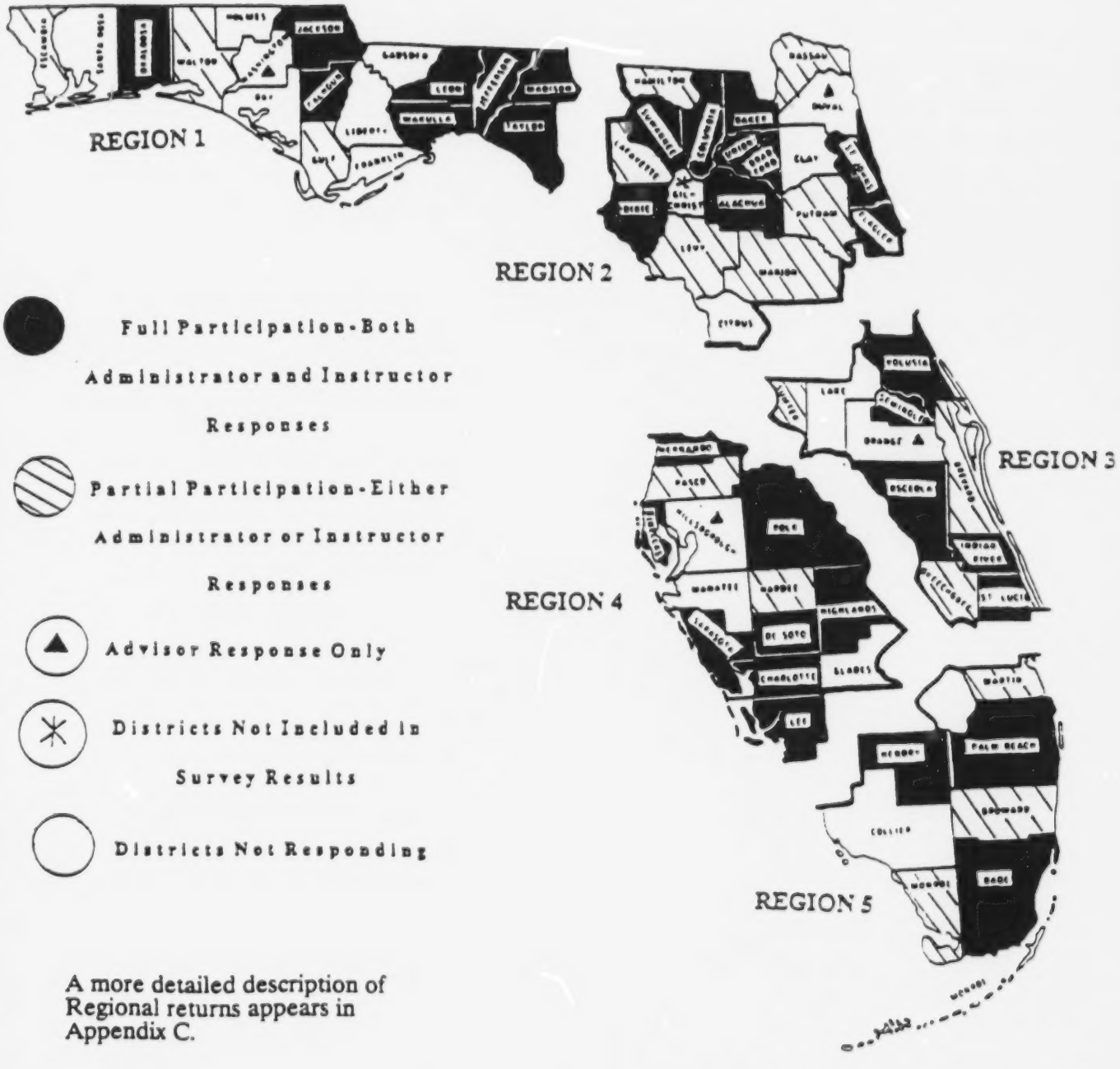
SAMPLING DATA ON SURVEY OF ADMINISTRATORS AND INSTRUCTORS

	NUMBER OF:				
Region	Districts	321 Grant Recipients	Grant Recipients Surveyed	Grant Recipients Responding	Surveys Returned
1	18	18	18	10	40
2	19	20	20	13	25
3	10	10	10	7	10
4	13	12	12	11	17
5	7	7	7	5	20
Total	67	67	67	46	112
Percent	100%	100%	100%	67%	---

Figure 1

Geographical Distribution of Returns

Training Needs Assessment Survey-
Adult Literacy Leadership Project



A more detailed description of Regional returns appears in Appendix C.

BEST COPY AVAILABLE

The 112 respondents were equally divided between administrators and instructors and represented 46 of the 67 districts in the State, or 69% of the entire group. This is a good return rate for a mail-out questionnaire and, as the statistical profile given in the next section suggests, the group is generally representative of state-funded literacy providers in Florida. The absence of returns from Duval, Hillsborough, and Orange Counties, and the relatively low number of questionnaires submitted from Region IV, however, place some limits on the degree to which results can be considered a full indication of needs in some specific geographical subareas of the state.

As for literacy advisors, the list used for mailing the questionnaire included the membership of the State Adult and Community Education Advisory Council and the Task Force Conveners of Project Plus in different regions of the State: twenty-five persons in all. Data concerning returns by region are given in Table 2 below.

Table 2

SAMPLING DATA ON SURVEY OF LITERACY PROJECT ADVISORS

Region	Number of Advisors Surveyed	Number of Advisors Responding
1	6	3
2	4	4
3	6	3
4	2	1
5	7	3
Total	25	14

Fourteen of the twenty-five "advisors" identified in this way responded to the survey, for a return rate of 56% on this portion of the study. The locations of these respondents is also indicated on the map in Figure 1.

Statistical Profile of Respondents

Data on educational background, institutional affiliation, location of population served, and age of population served for instructors and administrators responding to the survey is presented in Tables 3 through 7 hereafter.

Table 3

EDUCATIONAL BACKGROUND OF ADMINISTRATORS RESPONDING TO SURVEY

Region	High School or less	Assoc.	Bachelor	Master	Specialist	Doctor	Total
1	0	0	1	11	2	1	15
2	0	0	1	11	1	0	13
3	0	0	0	4	0	0	4
4	0	0	2	5	2	1	10
5	1	1	0	9	3	1	14
Total	1	1	4	40	8	3	56
Percent	1%	1%	7%	72%	14%	5%	100%

Table 4

EDUCATIONAL BACKGROUND OF INSTRUCTORS RESPONDING TO SURVEY

Region	Assoc.	Bachelor	Master	Specialist	Doctor	Total
1	0	14	12	1	0	27
2	0	4	8	1	0	13
3	0	0	2	0	1	3
4	0	5	5	0	0	10
5	0	3	0	0	0	3
Total	0	26	27	2	1	56
Percent	0%	47%	48%	4%	1%	100%

On Tables 3 and 4 it appears that ninety-one percent (91%) of the administrators responding to the survey, and fifty-three percent (53%) of the instructors, had completed a minimum of a Masters degree. Forty-seven percent of the instructors were at the BA/BS level.

Table 5

TYPES OF INSTITUTIONS REPRESENTED BY RESPONDENTS TO SURVEY

Region	LEA	Junior Colleges	Voluntary Agencies	Adult Literacy Centers	Native American Tribes	Total
1	19	2	0	0	0	21
2	19	2	0	0	0	21
3	8	8	0	3	0	19
4	16	0	6	1	0	23
5	12	0	0	6	10	28
Total	74	12	6	10	10	112
Percent	66%	11%	5%	9%	9%	100%

As for **institutional affiliation** (Table 5 above), the majority of respondents (66%) worked for Local Education Agencies (LEAs) or local school districts responsible for adult literacy programs, whereas the others came from a variety of other institutions with significant adult literacy activities.

Table 6

PREDOMINANT LOCATION OF POPULATION SERVED BY RESPONDENTS TO SURVEY

Region	Rural	Suburban	Urban	Total
1	16	15	8	39
2	20	1	3	24
3	3	2	5	10
4	6	8	7	21
5	9	2	13	24
Total	54	28	36	118
Percent	46%	24%	30%	100%

The **breakdown between predominantly rural programs** (46%) **and urban or suburban ones** (54%), portrayed in Table 6 above, is approximately equal, though distinctions were not always clear and a number of respondents circled more than one option. The predominantly rural group is the largest of the three.

Table 7

AGE GROUP OF POPULATION PREDOMINANTLY SERVED BY RESPONDENTS TO SURVEY

Region	Under 30	Under 30 thru 60	30-60	Over 60	All Ages	Total
1	0	12	18	1	9	40
2	2	5	2	0	15	24
3	1	0		0	9	10
4	1	1	3	0	15	20
5	4	4	5	1	10	24
Total	8	22	28	2	58	118
Percent	7%	19%	24%	2%	48%	100%

Concerning **age of population served** (Table 7 above), by far the largest number of respondents (and 48% of the total) work in programs catering to all age groups. A very small minority work in programs catering predominantly to the young (7% of respondents) or the elderly (1% of respondents). Although only three choices were offered for this item in the questionnaire (see Appendix A), several respondents circled more than one option.

Table 8

PERCENTAGE OF TIME DEVOTED TO ADULT LITERACY PROGRAMS BY INSTRUCTORS RESPONDING TO SURVEY

Region	0-9%	10-19%	20-29%	30-39%	40-49%	50-99%	100%	Total
1	4	8	7	0	0	2	1	22
2	0	3	3	0	0	1	2	9
3	2	0	1	1	0	0	1	5
4	0	2	0	0	0	4	4	10
5	1	0	1	1	0	1	6	10
Total	7	13	12	2	0	8	14	56
Percent	13%	23%	21%	4%	0%	14%	25%	100%

Table 9

PERCENTAGE OF TIME DEVOTED TO ADULT LITERACY PROGRAMS BY ADMINISTRATORS RESPONDING TO SURVEY

Region	0-9%	10-19%	20-29%	30-39%	40-49%	50-99%	100%	Total
1	1	3	1	1	1	0	8	15
2	0	1	4	2	0	2	4	13
3	1	1	0	0	0	1	2	5
4	0	2	2	0	0	1	5	10
5	1	0	0	1	0	5	6	13
Total	3	7	7	4	1	9	25	56
Percent	5%	13%	13%	7%	17%	16%	45%	100%

Tables 8 and 9 portray the **percent of time devoted to literacy programs** by respondents. Among administrators, 45% report working full-time on literacy. However, the position title for many of these same respondents was "Vocational Director" or "Director of Adult and Community Education," so there is some question about the reliability of the full-time report. As for instructors (Table 9), the majority spend less than 30% of their time on literacy. Thirty-nine percent (39%) of them work half time or more,

whereas twenty-five percent (25%) report being full-time literacy teachers. There is thus a great deal of variation in this characteristic of respondents.

Priority Needs Statewide

The training needs identified by literacy instructors, administrators and advisors are presented in the series of tables on the following pages.

Instructors and Administrators

Instructors were asked on their survey forms to rate five general training categories and twenty-four specific training subjects as areas of "critical need," "serious need," "moderate need," "periodic need," or "no need." For administrators, the list differed somewhat and included six general categories and twenty-nine specific areas. In analyzing the data, responses were scored on a five-point scale where one point, indicating highest priority, was given for a "critical need" rating and five points were given for a "no need" rating. Results were first tabulated statewide, then analyzed for significant subgroup variations within the state.

Statewide results are presented on Tables 10 through 14. Training areas are ranked according to their average rating across respondents, which is recorded in the second column from the left of each table. Thus, the *lower* the average score, the more important the need was felt to be. In addition, the column farthest to the left presents the percentage of respondents who considered the training area in question to be either a "critical" or a "serious" need.

Because of the approximate nature of this type of rating, average scores should not be deemed very accurate beyond one decimal place; and small differences between items can be considered negligible for all practical purposes. We considered "priority training areas" to be those that received an average rating under 3.00 (i.e., that were judged on the average to be more than "moderately" important) or which were rated "critical" or "serious" by at least 30% of the respondents.

Table 10

INSTRUCTORS' AVERAGE RATINGS OF GENERAL TRAINING NEEDS

General Category	Average	Percent of Respondents Rating this Area "Critical" or "Serious"
Educational Methods	2.67	43%
Educational Materials	2.88	30%
Educational Theory	3.13	20%
Program Development & Management	3.16	18%
Communication	3.41	14%

Table 11

ADMINISTRATORS' AVERAGE RATINGS OF GENERAL TRAINING NEEDS

General Category	Average	Percent of Respondents Rating this Area "Critical" or "Serious"
Financial Management	2.49	49%
Educational Methods	2.74	38%
Program Management	2.84	33%
Program & Materials Development	2.86	36%
Policy Analysis & Development	3.16	24%
Communication & Intervention	3.27	26%

Instructor and administrator ratings of general categories of training need appear on Tables 10 and 11. Two of the five areas rated by instructors scored below 3.00 and could be considered as areas of priority need statewide: they are "Educational Methods" and "Educational Materials." For administrators, four of the six areas cited elicited a priority rating overall, with financial management being given the highest priority.

Instructor and administrator ratings of specific training topics appear on Tables 12 and 13. Items having nearly the same average rating are clustered together into groups, and these groups are ranked by priority. Those with an average rating up to 2.49 are considered first priority. Items scoring 2.50 to 2.79 constitute the second priority group,

whereas those with ratings of 2.80 to 2.99 make up the third priority group. Items scoring 3.00 or higher are listed in the last or "other" category. It should be noted that some of these needs were nonetheless rated as critical or serious by an appreciable minority of respondents.

Table 12

INSTRUCTORS' AVERAGE RATINGS OF SPECIFIC TRAINING NEEDS

Training Need	Average Rating	Percent of Respondents Rating this Area "Critical" "Serious"
First Priority Group		
Identification of adult student learning problems or disabilities	2.38	47%
Second Priority Group		
Drop-out prevention strategies	2.59	49%
Computer and technology use	2.61	47%
Third Priority Group		
Analysis of workplace literacy needs	2.80	36%
Instructional materials development	2.84	38%
Evaluation techniques other than standardized tests	2.87	32%
Teaching the English as Second Language (ESL) student	2.91	40%
Instructional materials development	2.96	35%
Understanding student's social contexts (e.g., family, community, workplace)	2.98	34%
Other		
Program design and development	3.02	24%
Stages of adult development	3.09	26%
Interdisciplinary theory of literacy education in social, political, etc. contexts	3.11	27%
Current theory on how adults learn	3.15	22%
Cultural sensitivity	3.17	24%
Program promotion or marketing	3.19	24%
Program implementation	3.22	20%
Use and interpretation of standardized tests	3.25	20%
Program evaluation	3.34	21%
Strategies for participation in policy development	3.36	24%
Student interviewing/interacting with students	3.36	14%
Interacting with community members	3.38	25%
Financial planning and use of funds	3.47	22%
Written and oral presentation skills	3.51	13%
Interacting with administration	3.75	15%

Table 13

ADMINISTRATORS' AVERAGE RATINGS OF SPECIFIC TRAINING NEEDS

Training Need	Average Rating	Percent of Respondents Rating this Area "Critical" "Serious"
First Priority Group		
Acquiring funds	2.25	64%
Building community support for adult literacy activity	2.48	58%
Second Priority Group		
Using computers and technology	2.55	48%
Promoting and marketing literacy programs	2.56	50%
Finding appropriate instructional software	2.58	47%
Screening clientele learning needs	2.60	49%
Managing program and course implementation	2.61	49%
Finding appropriate instructional materials	2.61	43%
Facilitating interagency collaboration	2.63	47%
Meeting English as Second Language (ESL) student needs	2.77	38%
Third Priority Group		
Engaging and managing volunteers	2.80	45%
Understanding cultural diversity and its program and educational implications	2.83	36%
Developing program offerings and operations	2.85	35%
Evaluating programs	2.87	37%
Promoting staff efficiency and productivity	2.88	39%
Creating environments conducive to adult learning	2.91	39%
Reviewing current adult literacy education theory	2.94	28%
Understanding screening or testing results	2.96	33%
Record keeping	2.96	39%
Managing grants	2.96	33%
Other		
Understanding and communicating policies and procedures	3.19	30%
Interacting with other administrators	3.20	21%
Interacting with state and/or local advisory board(s).	3.40	28%
Communicating with Department of Education (DOE)	3.25	24%
Developing written and oral skills	3.26	27%
Recruiting, selecting and managing paid personnel	3.28	21%
Interacting with instructional personnel	3.36	23%
Understanding the language in the goals and objectives of the program	3.36	21%
Managing or resolving interpersonal conflicts	3.46	17%

Advisors

The survey sent to advisors asked them to rank nine different general categories of training need for themselves. They were not presented with a longer list of specific training topics. The results of their rankings are given in Table 14.

Table 14

ADVISORS' RANKING OF THEIR OWN GENERAL TRAINING NEEDS

Final Ranking	General Category of Need	Average Rank Score
1	Program management and evaluation	3.3
2	Program design and development	3.4
3	Finance	3.7
4	Legislative / Government relations	4.2
5	Communication	4.8
6	Technology	4.9
7	Policy analysis and development	5.5
8	Field Practices	6.0
9	Adult literacy education theory	6.1

Advisors ranked "Program Management and Evaluation," "Program Design and Development" and "Finance" as the top three priority needs for their own training. These three were very close to each other in average score, a result which could reflect advisors' concerns about information that must be reported to local, state or Federal agencies. "Legislative and Government Relations" occupied the next rung in the advisors' ranking, suggesting their sensitivity to the importance of knowing how to translate concerns into legislation and how to promote genuinely supportive State government intervention. "Communications" and "Technology" occupy the fifth and sixth positions on the average.

The remaining three subjects are accorded distinctly less importance by the advisors responding to the survey.

Statewide Patterns

We observe the following general patterns in the statewide data on training needs:

- **Instructors** placed greatest importance on topics immediately connected with their teaching responsibilities (such as identification of learning disabilities and instructional materials development) and markedly less on related educational theory or program management and policy-related topics.
- **Administrators**, on the other hand, stressed funding-related subjects most strongly and gave high importance both to program management areas and to those concerning the identification of instructional needs and resources.
- **Advisors**, who were given a much briefer survey form, likewise emphasized program finance and management as the areas in which they most desired further training.

Both administrators and instructors showed least interest in topics related to interpersonal and intergroup communications.

Overall, administrators demonstrated a higher average level of interest in the training areas presented than did instructors. The average rating of specific topics was 2.9 for administrators, versus 3.1 for instructors. *Twenty* areas received priority ranking for the former, as opposed to only *nine* for the latter.

Cross-ranking of Instructor and Administrator Training Needs

At the end of the survey form, respondents from each group were asked to rank and prioritize general categories of training need for the *other* group, based on their own experience and perceptions: that is, instructors were asked what should be the relative priority of different general categories of training for administrators, and administrators were asked in turn to rank the importance for instructors of the five general categories of training used on their survey form. We then analyzed the degree of correspondence between instructors' assessments of their own training needs and administrators' judgments concerning instructors' needs, and vice-versa. The results of this comparative analysis appear on Tables 15 and 16.

Table 15

COMPARISON BETWEEN INSTRUCTORS' RANKING OF THEIR OWN GENERAL TRAINING NEEDS AND ADMINISTRATORS' RANKING OF THOSE NEEDS

	Instructors' Ranking of Own Needs	Administrators' Ranking of Instructors' Needs
Educational Methods -- standardized testing, other evaluative techniques, identification of learning disabilities, drop-out prevention, ESL	1	1
Educational Materials -- Computer software, materials identification, materials development	2	2
Educational Theory -- in adult education, interdisciplinary analysis of literacy education contexts, student contexts, cultural sensitivity	3	4
Program Management -- program development, promotion, implementation, evaluation, decision making, financial planning and policy	4	3
Communication -- interacting with administration, community members and students, written and oral presentation skills	5	5

Table 16

COMPARISON BETWEEN ADMINISTRATORS' RANKING OF THEIR OWN GENERAL TRAINING NEEDS AND INSTRUCTORS' RANKING OF THOSE NEEDS

	Administrators' Ranking of Own Needs	Instructors' Ranking of Administrators' Needs
Financial management -- acquiring and managing funds, budgeting and accounting	1	6
Program management -- promoting and marketing programs, facilitating interagency coordination, building coalitions, implementing programs and course offerings, and management staff	2	1
Educational methods -- understanding adult literacy education theory, creating learning environments, screening, testing, educational technology and evaluation	3	2
Program and materials development -- developing program offerings and operations and identifying appropriate materials and software	4	4
Policy analysis and development -- understanding and communicating policy, clarifying language, and communicating with state agencies	5	5
Communication and interaction -- interacting with instructors and other administrators and community leaders and managing or resolving interpersonal communication	6	3

The most significant case of mismatched perceptions of training needs for administrators of adult literacy programs was in the category termed "Financial Management," (Table 16 above). Administrators saw this as their *first* priority for training, while instructors perceived this as the *lowest* priority need for the training of administrators. A second area of significant difference between the perceptions of the two groups concerning administrative training needs was in the category termed "Communication and Interaction." While administrators rated this as a last priority need for training, the instructors ranked this category as the third highest priority for administrator training.

In the reverse case, however, (Table 15), where instructors' ranking of their own training needs is compared with administrators' assessments of the relative important of the same general categories of training for instructors, there is much closer agreement in the results. The two sets of rankings were identical with the exception of the categories termed "Educational Theory" and "Program Management," which were reversed in order of priority for instructor training needs. Instructors rated "Educational Theory" as the third highest priority need for themselves. Administrators ranked this category as fourth highest

based upon their perceptions and observations. Administrators would thus seem to be largely in agreement with instructors' assessments of their own priority training needs.

Variation Within the State

The previous section presented priority training needs expressed statewide by the different categories of literacy leadership surveyed. This overall picture may hide significant variations among different subgroups *within* the state, however. A topic judged critical in one region may appear much less so to personnel from another region, whereas a low statewide rating for a given subject may conceal the fact that a particular category of administrators -- for example, those with full time responsibility for literacy -- consider it critical for themselves.

The nature of our sample precludes making extremely fine distinctions among the needs expressed by small subsets of administrators and instructors. For example, we cannot derive from the data a reliable "menu" of training for each county or district. However, it is possible to examine several major types of variation among respondents. We will consider variations by **region**, by **rural-urban location**, and by **percentage of time devoted to literacy**.

Variations by Region and Location

The list of the "top ten" needs (and the "bottom ten" needs) expressed by instructors and administrators changes somewhat from region to region within the State, as does the relative importance given to the different topics. The principal divergences of each Region from the Statewide pattern are highlighted in Tables 17 and 18 below and detailed at greater length in Table 19. Some caution should be taken in interpreting interregional differences, given the characteristics of the sample discussed in Chapter III. The general outlines of regional variation are nonetheless worth noting.

Table 17

REGIONAL VARIATION IN PRIORITY ORDER OF INSTRUCTORS' SPECIFIC TRAINING NEEDS

Legend: A = First Priority (Average rating < 2.5)
B = Second Priority (Average rating 2.5 - 2.7)
C = Third Priority (Average rating 2.8 - 2.9)

Training Need	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Identification learning disabilities	A	A	B		A	A
Drop-out prevention	B	B	C	A	B	A
Computer and technology use	B	B	B		A	A
Analysis of workplace literacy	C	A		A		B
Instructional materials development	C	A			A	C
Evaluation techniques other than standard testing	C	C			A	C
Teaching the ESL student	C	A		A		
Identification of instructional materials	C	B		A		
Understanding students' social context	C	B				B
Program design and development	C	B			B	C
Stages of adult development		C				
Theory of literacy in socio-political context		C				C
Adult learning theory		C				
Program promotion and marketing				B	B	
Use and interpretation of standardized tests					A	
Program evaluation					A	
Financial planning and use of funds					A	
Interacting with administration					B	
Interacting with community					B	
Participation in decision-making					B	
Program implementation					C	
Cultural sensitivity						C

Table 18

REGIONAL VARIATION IN PRIORITY ORDER OF ADMINISTRATORS' SPECIFIC TRAINING NEEDS

Legend: A = First Priority (average rating < 2.5)
B = Second Priority (average rating 2.5 - 2.7)
C = Third Priority (average rating 2.8 - 2.9)

Training Need	Statewide	Region 1	Region 2	Region 3	Region 4	Region 5
Acquiring funds	A	A	A	B	A	B
Building community support for adult literacy	A	A	B		B	B
Using computers/technology	B	A	B			B
Promoting/marketing literacy programs	B	A	B		C	B
Finding appropriate instructional software	B	A	B			B
Screening clientele learning needs	B	A	A		B	C
Managing program and course implementation	B	A	A	B	B	
Printing appropriate instructional material	B	A	C		A	B
Facilitating interagency collaboration	B	A	A			B
Meeting ESL student needs	B	A	C		B	C
Engaging and managing volunteers	C	A				
Understanding cultural diversity & program implications	C	A			B	C
Developing program offerings and operations	C	B			C	
Evaluating programs	C	A		C		B
Promoting staff efficiency & productivity	C	A		C		B
Creating climates conducive to adult learning	C	A				C
Reviewing current adult literacy theory	C	C		B		B
Understanding screening or testing results	C	B		C		
Record keeping	C	A		C		
Managing grants	C	A				
Understanding/communicate policies and procedures		B				
Interacting with advisory board		C			C	
Communicating with DOE		C				
Recruiting/selecting/manage paid personnel		C	C			B
Understanding language of goals		B				

Tables 17 and 18 give both a picture of the variation of specific regions from the statewide pattern and a sense of "commonalities" among different regions. There is also considerable variation in the *number* of priority given to them. Table 19 (see adjoining page) offers a summary and interpretation of these findings.

TABLE 19
REGIONAL DIFFERENCES FROM STATEWIDE PATTERNS
IN FELT NEEDS OF LITERACY INSTRUCTORS AND ADMINISTRATORS

REGION 1

Instructors: Identified 13 areas of priority need (as compared to the nine identified statewide), including three categories of adult literacy and adult education theory.

Administrators: Identified 25 areas of priority need (as compared to the 20 identified statewide), including two types not in the statewide priority list: communication areas like Understanding Policies, Communicating with DOE and with Advisory Boards; and management areas like Recruiting and Administering Paid Personnel. Training in record keeping is a higher priority here than statewide.

REGION 2

Instructors: Identified only 3 areas of priority need: Identification of Adult Learning Problems, Computer Technology and Dropout Prevention.

Administrators: Identified 16 areas of priority need. Management concerns rank highest (Managing Program and Course Implementation = 2.2). Missing from priority list are Recruiting and Handling Volunteers, Understanding Cultural Diversity and Creating Learning Environments.

REGION 3

Instructors: Only 5 areas of priority need selected: Dropout Prevention Strategies, Analysis of Workplace Literacy Needs, Teaching the ESL Student, Identification of Instructional Materials, and Program Promotion and Marketing.

Administrators: Only 7 areas of priority need selected and none ranked in the first priority category. Emphasis placed on acquiring funds and management.

REGION 4

Instructors: Identified 14 areas of priority need, including a number of additional technical or management areas: Program Evaluation, Financial Planning, Program Marketing and Promotion, Interaction with Students and Community, Participation in Decision-making, and Program Implementation. Identifying Learning Disabilities is judged extremely critical (1.6).

Administrators: Identified 10 areas of priority need compared to the 20 chosen in the statewide data. Finding appropriate Instructional Material and Instructional Software are both in top position along with Learning Disabilities. Understanding Cultural Diversity highly rated (2.6). Engaging and Managing Volunteers, Managing Grants and Record-Keeping are not considered priority areas.

REGION 5

Instructors: Identified 10 areas of priority need, including two topics not on the statewide priority list: Cultural Sensitivity and Theory of Literacy in Social Context (each 2.9).

Administrators: Identified 15 priority areas. Missing from this list are Engaging and Recruiting Volunteers, Managing Grants, Evaluating Programs, Managing Course Implementation, and Record Keeping.

In general, instructors in Central/South Florida and in urban locations expressed higher levels of interest in technical educational training than did those in North Florida and in rural locations. Several items that did not score below 3.00 (i.e., did not attain "priority" ranking) in the statewide totals were rated as much more critical by Central/South Florida and urban instructors. These include Use of Standardized Tests, Instructional Materials Identification, Program Design and Development, Program Promotion and Marketing, and Program Evaluation.

At the same time, administrators in North Florida and rural locations expressed noticeably higher levels of interest in training, and in particular technical topics, than did their counterparts further South. Items scoring below 3.00 (i.e., judged to be priorities) in the North but above 3.00 in Central/South Florida include Program Management, Promoting Staff Productivity, Record Keeping and Understanding Testing Results.

A number of cases where the expression of need in given regions was much stronger than the statewide average deserve special mention. Tables 20 and 21 highlight the particular areas of need that received scores of 2.20 or lower at the regional level and contrast these results with the *statewide* figures. (Note that the lowest statewide average for any need item was 2.38 among instructors and 2.25 among administrators.)

Table 20

EXCEPTIONALLY PRONOUNCED REGIONAL NEEDS FOR INSTRUCTOR TRAINING

Item	Region	Regional Mean	Statewide Mean
Drop-out prevention strategies	3	1.3	2.6
Identification of adult student learning needs or disabilities	1	1.4	2.4
Educational methods (general topic)	3	2.0	2.7
	5	2.0	2.7
Computer and technology use	4	2.2	2.6

Table 21

EXCEPTIONALLY PRONOUNCED REGIONAL NEEDS FOR ADMINISTRATOR TRAINING

Item	Region	Regional Mean	Statewide Mean
Acquiring funds	1	1.7	2.2
	2	2.2	2.2
	4	2.2	2.2
Financial management	1	2.0	2.5
Building community support for adult literacy activity	1	2.0	2.5
Finding appropriate instructional software	1	2.2	2.6
Promoting and marketing literacy programs	1	2.0	2.6
Finding appropriate instructional materials	1	2.2	2.6
	4	2.2	2.6
Using computers and technology	1	2.0	2.6
Educational methods (general topic)	4	2.1	2.7

Variations by Percent of Time Devoted to Adult Literacy

Another distinction of importance is that between instructors and administrators who work part-time and those in full-time (or nearly full-time) positions. Analysis of the differences in training needs expressed by personnel devoting up to 50% of their time to adult literacy with those devoting over 50% reveal several interesting patterns.

Among instructors, part-timers were more interested in understanding students' contexts and backgrounds, and in workplace literacy and ESL methods than those whose principal employment was adult literacy. Full-time or majority-time instructors, on the other hand, were more interested than their part-time counterparts in certain core teaching and instructional development skills like evaluation techniques, methods for the identification of instructional materials, and program design and marketing strategies.

Moreover, full-time instructors put much greater emphasis on the need for *administrators* to be trained in program management and communication skills than did the part-timers (average score of 2.54 on these two items among the former compared to 3.30 among the latter).

Among administrators, there were also some noticeable distinctions. Administrators who devote half-time or less to adult literacy showed markedly greater interest in management training than those working full-time or nearly full-time on literacy. "Record Keeping" and "Management of Grants" are two training topics given priority rating by the part-time literacy administrators (average score of 2.75), but not by those serving nearer full-time on literacy (average score of 3.20).

On the other hand, the near full-time literacy administrators gave even greater importance to training in computer technology than the part-timers, and they placed much greater stress on the need for their instructors to be trained in educational methods.

Qualitative Insight from the Data

In addition to the quantitative data provided by the instruments, the study team gathered qualitative and interview information which proved exceedingly important as a means of supplementing and situating the results of the survey. This information comes from responses to open-ended questions on the survey instruments, as well as from numerous telephone and personal interviews and contacts, and from a series of focus group sessions (one in St. Petersburg and two in Tallahassee) held with veteran observers and participants in Florida literacy work.

In general, insights from the qualitative data supported and deepened the needs and issues apparent from the quantitative side of the analysis. This was to be expected, since the instruments were designed on the basis of our initial qualitative discussions of training needs with members of the Florida Literacy Coalition during the St. Petersburg conference. In addition, the qualitative data provide two other kinds of critical insight into training needs: first, perspectives on areas not covered in our instrument; and second, an appreciation of some key "contextual factors" that condition the expression of needs and will affect the ways in which they can be met.

<u>Additional Training Areas of Importance to Florida's Literacy Leadership</u>

Table 22 below summarizes some additional areas for training not included in our survey that were frequently mentioned by respondents and/or interviewees. Some constitute new topics for training, others represent more detailed and specific formulations of areas already included in the survey instruments.

Table 22

ADDITIONAL TRAINING NEEDS OF INSTRUCTORS AND ADMINISTRATORS FROM ANALYSIS OF QUALITATIVE DATA

	New Areas	Better Specified Areas
Instructors	Whole language literacy methods Linguistics Working with volunteers Family literacy Student involvement in collaborative planning Small group/collaborative learning	Recognition of dyslexia What to do about learning disabilities
Administrators	"Entrepreneuring" Accounting Statistics Collaborative planning: student and teacher involvement	Grant writing Methods for reaching the "unreached" Methods for involving the business community Methods for picking advisory boards Data-base computer applications What to do about learning disabilities

It was also noted that training needs are to some degree "cumulative" as one moves from the level of instructor to that of administrator or advisor. In other words, administrators need at least to be familiar with all areas of training relevant for their instructors, in addition to the topics of critical importance to their own immediate responsibilities. In like manner, advisors should be somewhat conversant with the whole spectrum of competencies needed by instructors and administrators in order to provide effective guidance in overall policy-making and planning.

Key Contextual Factors

Our qualitative data likewise furnished insights that help to interpret and "contextualize" the results of the survey -- that is, insights that can help us to better understand working conditions and environmental influences for literacy instructors and administrators which may explain their attitudes regarding training and may suggest ways for meeting the needs expressed. These insights include the following oft-repeated points:

(1) Many of those both in administrative and in instructional roles come from **K-12 schooling backgrounds that give them little preparation for the particular challenges of adult literacy promotion.**

(2) Administrators in some districts -- and particularly the rural or less well-endowed ones -- **must "wear so many hats" (i.e., fulfill so many functions and roles) that they have relatively little energy for dealing with staff training** or other systematic improvements in literacy practice.

(3) A third point concerns **deficiencies in the incentive structure** for the training and professional development of literacy workers. A number of respondents and interviewees drew attention to the lack of professional certification procedures for adult literacy/ABE in the state of Florida and to the absence of measures linking potential career advancement or salary rewards to the acquisition of increased technical competence in literacy-relevant skills. While expressing personal interest in different training topics, they asked how and why they could be expected to give this level of effort to what appears to be a dead-end career path.

(4) On the positive side of the ledger, our qualitative results strongly suggest that training is valued not simply for the transmission of technical skills and knowledge, but equally because of the opportunity it creates for **networking and exchanging experiences with colleagues from other parts of the state** and from other instructional or administrative settings. A number of practitioners feel somewhat isolated from their own counterparts, even though they may now be better linked to central offices than was the case in the past; and they would value increased "field to field" networking.

(5) In a parallel vein, strong interest was displayed in **methods of assessment** in a broader sense than the one used in our instruments. By "assessment," a number of

respondents and interviewees meant ways of discovering "how we are doing in comparison with other regions," of getting some handle on the overall results of their activities and of obtaining feedback from others on these outcomes and on desirable future directions for their programs.

CHAPTER V
SYNTHESIS AND CONCLUSIONS

The different kinds of information gathered and analyzed in this study -- survey and interview results, assessment of best practice in other states, review of the literature, and consideration of the current status of illiteracy in Florida -- support the following conclusions regarding the education and training needs of Florida's literacy leadership:

(1) **There can remain little doubt that there is a critical need for better training and fuller professional development of literacy providers in Florida.** All four sets of evidence that we have reviewed concur in stressing the urgency and acuity of this need:

- As demonstrated in Chapter III, the illiteracy problem in Florida continues to grow in dimension and complexity. With the promulgation of the Florida Literacy Plan, the state has taken a bold and much-needed initiative, but **full implementation of this strategy requires scores of new competencies and performances on the part of current literacy providers,** plus the induction of new volunteers and professional staff that will need systematic and effective training.
- Other states whose situation most resembles our own (Virginia, Texas, Arkansas, California and North Carolina) have recognized the imperative for **an expanding and better trained cadre of literacy professionals and volunteers.**
- The scant though rapidly increasing literature on leadership and leadership training needs in adult literacy makes clear **the multiple competencies that must be brought into play in building effective literacy coalitions and programs.** At the same time, research on adult education administration and on leadership functions in other educational settings stresses the importance of leadership training in giving key personnel the tools and approaches they need to play a dynamic enabling role with respect to the variety of people who must collaborate in effective educational enterprises.
- Evidence from our survey of literacy providers' felt needs and our numerous contacts and interviews with people working in the field demonstrates that inquiries about training and professional development elicit a strong response and tap some deeply-held feelings. The most

frequent reaction could be paraphrased as follows: **"At last someone is taking a serious look at our own continuing education and professional development!"**

(2) The **areas of need most frequently cited statewide** in survey and interview responses were

- **for instructors**: teaching methodology improvements, new learning technologies, student retention strategies, and methods for identification and treatment of learning disabilities;
- **for administrators**: fund acquisition methods, computer uses and skills, strategies for building community support and marketing programs, and interagency coordination;
- **for advisors**: program management and evaluation, program design and development, financial planning, and legislative relations.

At the same time, a number of other areas received relatively high rating and/or were considered critical by a significant proportion of respondents. For this reason, the fuller presentation of the data on felt needs in Chapter IV gives the best picture of the situation.

(3) There is significant variation in both the intensity and the nature of felt needs within the State from one subgroup of literacy providers to another. **The most notable variations were found among regions, between predominantly rural and predominantly urban areas, and between full-time and part-time staff.**

(4) **Administrators expressed overall a higher level of interest in training** -- or at least in the training options offered -- **than did instructors**. This result may be partly explained by the fact that the survey was framed in terms of "literacy leadership" and therefore emphasized to a certain extent training in areas of management, program development, coordination and outreach. A number of instructors, particularly those working part-time, may not presently see themselves as having these kinds of responsibilities and potentials.

(5) Training needs are shaped by **a number of other "contextualizing" factors that need to be carefully reexamined.** These include

- possibilities and incentives for career development in adult education at both instructional and administrative levels;
- the organizational shape of local education agencies and the number of different responsibilities that many adult literacy personnel have;
- existing regulations concerning continuing education units for the different categories of staff, plus the current absence of any certification process for adult education teachers.

In general, as the Department of Education has affirmed, improved training is a *sine qua non* for accomplishment of the objectives of the Florida Literacy Plan; and the results of this study provide a strong first indication of the areas that should be stressed. But if training is a necessary condition, it probably is not a sufficient one: certain aspects of the professional and organizational situation of literacy providers in the State will need to be carefully studied and thoughtfully remedied at the same time if new training initiatives are to furnish all the benefit to the state and its adult literacy target population that they promise. These include circumstances like those highlighted in point 4 above.

Given the short timeline of the present study, the data gathered have only been given a first level of analysis to assist in answering the principal questions outlined in the proposal. A good deal more insight can be derived from reanalysis of this information and from discussion of the broader set of results with literacy personnel throughout Florida.

CHAPTER VI
RECOMMENDATIONS

Though the central thrust of this report and of the study on which it is based has been simply to begin *identifying* the training and education needs of Florida's literacy leadership, the results of our research lead us to make several recommendations concerning desirable follow-up and measures to be taken in meeting the needs that have been demonstrated.

First Recommendation

Renew and reaffirm the DOE's commitment to the training and professional development of Florida's literacy personnel and its resolve to help provide the necessary continuing education resources and opportunities.

It seems abundantly clear that continued significant progress in fulfilling the objectives of the Florida Literacy Plan against the backdrop of the increasingly severe illiteracy problems in the State sketched in Chapter III cannot be ensured without a carefully conceived and energetically executed strategy to upgrade staff competencies in critical training areas.

Second Recommendation

Take the next major step in meeting the training needs expressed by **evaluating existing training procedures, inventorying potential training resources around the State, and devising a model for design and delivery of the most critical forms of training to those in need.**

The results of our initial research effort suggest that, though a common thread of leadership formation will run through all types offered, training must be

- modularized to meet the differing needs of different subgroups;
- developed in collaborative manner with representatives of local literacy providers;
- designed to allow customized access or adoption by districts according to their particular needs, as well as a large measure of local direction; and
- matched by initiatives to increase incentives and rewards for continuing education and professional development.

Third Recommendation

Reexamine the professional circumstances of the different groups (instructors, administrators, advisors) comprising Florida's literacy leadership and consider the feasibility of various measures to **increase incentives for continuing education relevant to literacy** and to **structure professional development opportunities for committed literacy providers.** Such measures might include (but are not limited to)

- evaluation of existing salary and benefit patterns and incentive structures for literacy providers;
- provisions that a portion of mandatory continuing education units (CEUs) for state teaching personnel with literacy instruction responsibilities be in adult education;
- reconsideration of issues surrounding certification of adult education providers in Florida; and
- consideration of schemes to further promote advanced study and research on literacy-related and Florida-relevant topics.

Such subjects were not a focus of the present study, but were mentioned frequently enough by respondents and interviewees to demonstrate their pertinence to any strategy for meeting training needs and upgrading the professional competencies of the State's literacy leadership.

Desirable Follow-up

One highly desirable short-term follow-up to this report (for which the abbreviated timeline of our study did not allow) would be to conduct *focus groups* at regional and selected local sites to discuss the results of the study, their meaning and their implications with district personnel.

In any and all cases, the experience of this first research effort on the training needs of Florida's literacy leadership strongly suggests that ample opportunity needs to be created at every step along the way to involve representatives of the districts -- and to the degree possible of our "clientele" as well, the present and potential literacy learners -- in the evaluation, research and planning tasks required to improve professional development and staff training opportunities. **Students, teachers and administrators alike need to be consulted and involved in designing the staff training options that will equip Florida's literacy leadership to meet the challenges of the year 2000.**

LIST OF APPENDICIES

A. Letters and Instruments

B. Evaluation of Survey Methodology and Instruments

C. Supplementary Tables on Survey Returns by Region

D. Network of In-State Resource Persons for Adult Literacy Leadership Project

APPENDIX A

LITERACY LEADERSHIP SURVEY

=-=-=-=-=-=-=-=-=-=-=-=-=

We would greatly appreciate receiving your reactions to the activities proposed and outlined in our document on "Identifying the Education and Training Needs of Florida's Literacy Leadership." Kindly take a few moments to share with us your insight and the fruit of your experience in answer to some of the questions below. You may also contact us by phone (Dr. Edith Crew or Dr. Peter Easton at [904] 644-4594).

(1) What for your you are the areas in which persons charged with literacy leadership at the regional and local level most need training, updating and/or technical support?

(2) What would be the most fruitful and appropriate manner of meeting these needs?

(3) Can you identify some areas of practice in adult literacy that are currently "leadership poor"? How is that situation reflected?

(4) Please identify some persons and/or groups that you think should be a part of a literacy education/training project like the one proposed here? How would you suggest involving these individuals and groups?

(5) If you were designing the leadership training project, what would you include that has not already been mentioned or suggested in this document?

(6) Any other suggestions or comments?

If you would like to be part of the literacy leadership training network, please enter your name and address below and return to Literacy Leadership Training Project, EFSPS/COE, 306 Stone Building, Florida State University, Tallahassee, FL 32306-4070. You will receive a bulletin on progress of the study in May and another on final results and any planned follow-up activities in July.

Name_____ Function_____

Address_____

_____

Florida State
UNIVERSITY

Center for Policy Studies in Education
Tallahassee, Florida 32306-5000

Dear Adult Literacy Administrator:

The Department of Education (DOE) through the Bureau of Community and Adult Education has contracted with the Florida State University to conduct an assessment of the education and training needs of leaders of adult literacy programs. For purposes of this survey, adult literacy leaders are defined as administrators and instructors of DOE grant funded programs.

Enclosed are two questionnaires: one is for administrators and the other is for instructors. We would appreciate your cooperation in obtaining responses from your staff. You should select any number of administrators and instructors whom you feel will reflect a representational sampling of instructors and administrators in your program. The respondents may return their questionnaires individually or through you, as you prefer. May 18, 1990 has been established as the return date for this questionnaire, or as soon as possible. For further information or input, please contact us at the Center for Policy Studies in Education, 312F Stone Building, College of Education, Florida State University, Tallahassee, FL 32306.

Each respondent's name will be entered on a network directory which will be used to involve staff in future developments of education and training plans. Data will be recorded independently of the network directory and full confidentiality of responses will be maintained. The results of the survey will be available for dissemination and discussion through DOE in July of this year.

Thank you for your assistance.

Sincerely,

Edith D. Crew
Associate Professor

Peter A. Easton
Associate Professor

Enclosures

312 Stone Building • (904) 644-5042

Florida State
UNIVERSITY

Center for Policy Studies in Education
Tallahassee, Florida 32306-5000

May 4, 1990

Dear Adult Education Instructor/Administrator:

Please take a moment to fill out the brief questionnaire on the following pages. It is part of our DOE-manadated effort to assess the professional development needs of Florida's "literacy leadership" -- this is, the women and men, like yourselves, who are responsible for directing literacy programs at the regional and local levels and for accomplishing the objectives of the Florida Literacy Plan.

Increasing attention is being given to issues of workplace and family literacy in our State. To date much less attention has been given, however, to the training and support needs of the people who make Florida literacy programs happen. We hope to begin making up for that deficit, and you can give us a great deal of help in doing so by answering the questions in this survey. The results of the survey will be available for dissemination and discussion through the DOE in July of this year.

You will note that respondents are asked on the last half-page of these forms to briefly evaluate the questionnaire itself and to make suggestions about how this sort of study might best be carried out. Please feel free to add any other comments or suggestions you may have in the spaces make available or on the back of the sheets. All contributions will be attentively read! For further information or input, please contact us at the Literacy Leadership Training Project Office, Center for Policy Studies in Education, 312F Stone Building, College of Education, Florida State University, Tallahassee, FL 32306; or by phone at (904)644-4594.

Thank you for your help and contributions!

Sincerely,

Edith D. Crew
Associate Professor

312 Stone Building • (904) 644-5042

EDUCATION AND TRAINING NEEDS ASSESSMENT INSTRUMENT
ADULT LITERACY PROGRAM

ADMINISTRATORS

Name: _____

Daytime telephone number: _____

Affiliation: _____ Position title: _____

Circle all appropriate answers or fill in the blanks for each of the following:

Your position(s) in adult literacy:	Instructor	Administrator			
Your institution:	LEA	Vol. Agency		Library	Other
Your highest degree:	Associates	Bachelors	Masters	Specialist	Doctorate
Location of population served:	Rural		Suburban		Urban
Age of population served:	under 30		30-60		over 60

What percentage of your work week do you spend in each role? (100% = 35 hrs/wk)

Administrator of adult literacy program _____ % of work week

Instructor of adult literacy program _____ % of work week

Please mark the first set of items to reflect your sense of your own needs for training. On the second set of items, you are asked to rank the training needs of literacy instructors. Please base your rankings on your own sense of what teachers under your supervision most need to learn.

TRAINING NEED RATING SCALE KEY

Critical need	=	urgent need for training
Serious need	=	definite need for training
Moderate need	=	some need for training
Periodic need	=	periodic need for training
No need	=	clearly no need for improvement

Return to: Edith Crew, The Center for Policy Studies in Education, 312F Stone Building, Florida State University, Tallahassee, FL 32306

In each of the following general categories and in the areas which have been singled out specifically, indicate to what extent you need training to improve your contribution to your adult literacy program goals and objectives.

	Critical Need	*Serious Need*	*Moderate Need*	*Periodic Need*	*No Need*
PROGRAM AND MATERIALS DEVELOPMENT (generally)					
▪ Developing program offerings and operations.	1	2	3	4	5
▪ Understanding cultural diversity and its program and educational implications.	1	2	3	4	5
▪ Finding appropriate instructional materials.	1	2	3	4	5
▪ Finding appropriate instructional software.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
PROGRAM MANAGEMENT (generally)					
▪ Managing program and course implementation.	1	2	3	4	5
▪ Promoting and marketing literacy programs.	1	2	3	4	5
▪ Facilitating interagency collaboration.	1	2	3	4	5
▪ Building community support for adult literacy activity.	1	2	3	4	5
▪ Engaging and managing volunteers.	1	2	3	4	5
▪ Recruiting, selecting and managing paid personnel.	1	2	3	4	5
▪ Promoting staff efficiency and productivity.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
FINANCIAL MANAGEMENT (generally)					
▪ Acquiring funds.	1	2	3	4	5
▪ Managing grants.	1	2	3	4	5
▪ Record keeping.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
EDUCATIONAL METHODS (generally)					
▪ Creating environments conducive to adult learning.	1	2	3	4	5
▪ Reviewing current adult literacy education theory.	1	2	3	4	5
▪ Screening clientele learning needs.	1	2	3	4	5
▪ Understanding screening or testing results.	1	2	3	4	5
▪ Meeting English as Second Language (ESL) student needs.	1	2	3	4	5
▪ Using computers and technology.	1	2	3	4	5
▪ Evaluating programs.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
COMMUNICATION AND INTERACTION (generally)					
▪ Developing written and oral skills	1	2	3	4	5
▪ Interacting with instructional personnel.	1	2	3	4	5
▪ Interacting with other administrators.	1	2	3	4	5
▪ Interacting with state and/or local advisory board(s).	1	2	3	4	5
▪ Managing or resolving interpersonal conflicts.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
POLICY ANALYSIS AND DEVELOPMENT (generally)					
▪ Understanding and communicating policies & procedures.	1	2	3	4	5
▪ Understanding the language in the goals and objectives of the program you administer.	1	2	3	4	5
▪ Communicating with Department of Education (DOE).	1	2	3	4	5
▪ Other _____	1	2	3	4	5

Please comment on the items above and note any additional critical needs not yet mentioned.

Based on your experiences and observations, rank each area of training as you perceive it is needed by <u>instructors</u> of adult literacy. Rank the areas from the most to the least critical (highest = 1, lowest = 5).

Rank 1 - 5

_____ A. Educational theory--in adult education, interdisciplinary analysis of literacy education contexts, student contexts, cultural sensitivity.

_____ B. Educational methods--standardized testing, other evaluative techniques, identification of learning disabilities, drop-out prevention, ESL.

_____ C. Educational materials--computer software, materials identification, materials development.

_____ D. Communication--interacting with administration, community members and students, written and oral presentation skills.

_____ E. Program management--program development, promotion, implementation, evaluation, decision-making, financial planning and policy.

REACTIONNAIRE

Finally -- please help us by rating this questionnaire itself as an instrument for determining the felt needs of literacy administrators for further professional training and education.

	Excellent	Good	Adequate	Inadequate
General conception				
Comprehensiveness				
Pertinence of areas cited				
Ease of use				

How would you suggest revising or improving the instrument for future use?

What other means might be used to determine the felt needs of Florida's literacy leadership for professional development?

THANK YOU FOR YOUR TIME!

EDUCATION AND TRAINING NEEDS ASSESSMENT INSTRUMENT
ADULT LITERACY PROGRAM

INSTRUCTORS

Name: _____

Daytime telephone number: _____

Affiliation: _____ Position title: _____

Circle all appropriate answers or fill in the blanks for each of the following:

Your position(s) in adult literacy:	Instructor	Administrator			
Your institution:	LEA	Vol. Agency	Library	Other	
Your highest degree:	Associates	Bachelors	Masters	Specialist	Doctorate
Location of population served:	Rural	Suburban	Urban		
Age of population served:	under 30	30-60	over 60		

What percentage of your work week do you spend in each role? (100% = 35 hrs/wk)

Administrator of adult literacy program _____ % of work week

Instructor of adult literacy program _____ % of work week

Please mark the first set of items to reflect your sense of your own needs for training. On the second set of items, you are asked to rank the training needs of literacy instructors. Please base your rankings on your own sense of what teachers under your supervision most need to learn.

TRAINING NEED RATING SCALE KEY

Critical need	=	urgent need for training
Serious need	=	definite need for training
Moderate need	=	some need for training
Periodic need	=	periodic need for training
No need	=	clearly no need for improvement

Return to: Edith Crew, The Center for Policy Studies in Education, 312F Stone Building, Florida State University, Tallahassee, FL 32306

In each of the following general categories and in the areas which have been singled out specifically, indicate to what extent you need training to improve your contribution to your adult literacy program goals and objectives.

	Critical Need	*Serious Need*	*Moderate Need*	*Periodic Need*	*No Need*
EDUCATIONAL THEORY (generally)					
▪ Current theory on how adults learn.	1	2	3	4	5
▪ Stages of adult development.	1	2	3	4	5
▪ Interdisciplinary theory of literacy education in social, political, economic and cultural contexts.	1	2	3	4	5
▪ Understanding students' social contexts (e.g. family, community, workplace).	1	2	3	4	5
▪ Analysis of workplace literacy needs.	1	2	3	4	5
▪ Cultural sensitivity.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
EDUCATIONAL METHODS (generally)					
▪ Identification of adult student learning problems or disabilities.	1	2	3	4	5
▪ Evaluation techniques other than standardized tests.	1	2	3	4	5
▪ Use and interpretation of standardized tests.	1	2	3	4	5
▪ Drop-out prevention strategies.	1	2	3	4	5
▪ Teaching the English as Second Language (ESL) student.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
EDUCATIONAL MATERIALS (generally)					
▪ Computer and technology use.	1	2	3	4	5
▪ Instructional materials identification.	1	2	3	4	5
▪ Instructional materials development.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
COMMUNICATION (generally)					
▪ Written and oral presentation skills.	1	2	3	4	5
▪ Interacting with administration.	1	2	3	4	5
▪ Interacting with community members.	1	2	3	4	5
▪ Student interviewing/interacting with students.	1	2	3	4	5
▪ Other _____	1	2	3	4	5
PROGRAM DEVELOPMENT AND MANAGEMENT (generally)					
▪ Program design and development.	1	2	3	4	5
▪ Program promotion or marketing.	1	2	3	4	5
▪ Program implementation.	1	2	3	4	5
▪ Strategies for participation in policy development and decision-making.	1	2	3	4	5
▪ Program evaluation.	1	2	3	4	5
▪ Financial planning and use of funds.	1	2	3	4	5
▪ Other _____	1	2	3	4	5

Please comment on the items above and note any additional critical needs.

Based on your experiences and observations, rank each area of training as you perceive it is needed by <u>administrators</u> of adult literacy programs. Rank the areas from the most to the least critical (highest = 1, lowest = 6).

Rank 1 - 6

_____ A. Policy analysis and development--understanding and communicating policy, clarifying language, and communicating with state agencies.

_____ B. Program and materials development--developing program offerings and operations and identifying appropriate materials and software.

_____ C. Program management--promoting and marketing programs, facilitating interagency coordination, building coalitions, implementing programs and course offerings, and managing staff.

_____ D. Financial management--acquiring and managing funds, budgeting and accounting.

_____ E. Educational methods--understanding adult literacy education theory, creating learning environments, screening, testing, educational technology, and evaluation.

_____ F. Communication and interaction--interacting with instructors and other administrators and community leaders and managing or resolving interpersonal communication.

REACTIONNAIRE

Finally -- please help us by rating this questionnaire itself as an instrument for determining the felt needs of literacy instructors for further professional training and education.

	Excellent	Good	Adequate	Inadequate
General conception				
Comprehensiveness				
Pertinence of areas cited				
Ease of use				

How would you suggest revising or improving the instrument for future use?

What other means might be used to determine the felt needs of Florida's literacy leadership for professional development?

THANK YOU FOR YOUR TIME!

Florida State
UNIVERSITY

Center for Policy Studies in Education
Tallahassee, Florida 32306-5000

Dear Literacy Leadership Advisor:

The Department of Education (DOE) through the Bureau of Community and Adult Education has contracted with the Florida State University to conduct an assessment of the education and training needs of leaders of adult literacy education programs. As a member of an advisory board, which addresses adult and literacy education, you have been identified as an adult literacy leader who has direct impact on the development and implementation of adult literacy education.

Preliminary study reveals that board and council members would be receptive to educational activity which increases their ability to address policy and procedural issues, increases their knowledge of current trends and thought on the education of adults and other similar areas relevant to their advisory responsibilities.

Toward that end, we are inviting you to participate in the assessment of education and training needs by responding to the enclosed questionnaire. We need to receive your response by May 11, 1990 or as soon as possible. The results of the survey will be available for dissemination and discussion through DOE in July of this year.

Respondents are also asked to briefly evaluate the questionnaire itself and to make suggestions about how this sort of study might best be carried out. Please feel free to add any other comments or suggestions you may have. All contributions will be attentively read. For further information or input, please contact us at the Center for Policy Studies in Education, 312F Stone Building, College of Education, Florida State University, Tallahassee, FL 32306 or by telephone at (904)644-4594.

Thank you for your help and contributions.

Edith D. Crew
Associate Professor

Peter Easton
Associate Professor

Enclosure

EDUCATION AND TRAINING NEEDS ASSESSMENT INSTRUMENT
ADULT LITERACY PROGRAM

ADVISORS

Rank each area of training below as you perceive your own need for training as an advisor to adult literacy programs. Rank the areas from the most to the least critical (highest = 1, lowest = 9).

Rank 1 - 9

_____ A. POLICY ANALYSIS AND DEVELOPMENT--Analysis of current national, regional, and state policy developments and public policy issues in adult literacy education, and organizational leadership in and across contexts.

_____ B. LEGISLATIVE/GOVERNMENT RELATIONS--Skills in developing legislative initiatives, agendas, lobbying, *etc*...

_____ C. ADULT LITERACY EDUCATION THEORY--Basic, critical concepts (e.g. "lifelong learning," "functional literacy," "basic literacy"); linguistic theory, literacy and numeracy; and student characteristics, and the social, economic, political and philosophical issues in adult literacy education.

_____ D. PROGRAM DESIGN & DEVELOPMENT--Regulatory agencies' functioning and impact on program delivery and funding; building critical support for new initiatives.

_____ E. PROGRAM MANAGEMENT & EVALUATION--program coalitions and interprogram/interagency cooperative activities; strategy planning; and environmental accessing.

_____ F. FINANCE--Public and private funding policies and oversight procedures which affect adult literacy programs in Florida and fiscal management .

_____ G. FIELD PRACTICES--Adult literacy program implementation and current field operations.

_____ H. COMMUNICATION--Cross-cultural communication, interpersonal interaction, oral and written communication, and conflict management.

_____ I. TECHNOLOGY--Updating of computer skills and technology utilization in adult literacy programs.

Please comment on the items above and note any additional critical needs on the back of this form.

COMPLETED BY _____
(NAME AND TITLE)

DISTRICT _____ REGION _____

Return to: Edith Crew, The Center for Policy Studies in Education, 312F Stone Building, Florida State University, Tallahassee, FL 32306

APPENDIX B

EVALUATION OF SURVEY METHODOLOGY AND INSTRUMENTS

Care was taken at various points in the administration of the survey of felt needs among Florida literacy instructors, administrators and advisors to solicit the respondents' reaction to the instruments and to the survey process itself as one valuable input in progressively improving these tools and procedures. In addition, project staff engaged in several sessions devoted to evaluating the methodology on the basis of experience from the conduct of the study. Initial results from these self-evaluative measures are reported here.

The fourth page of the questionnaires sent to literacy administrators and instructors was devoted to the respondents' assessment of the instrument. (See Appendix A.) First they were asked to rate its conceptual clarity, pertinence, comprehensiveness, and ease of use on a four-step scale: excellent, good, adequate, inadequate. Then respondents were invited through two open-ended questions to suggest improvements in the instrument and in the overall methodology used for assessing felt training needs.

Statewide results on the rating question are presented in Table B.1 below (Instructional and Administrator ratings are given separately). On the average, sixteen percent (16%) of respondents judged the instrument "excellent" from the four points of view cited, and another fifty percent judged it "good"; whereas ten percent on average found it "inadequate." The lowest ratings were for "comprehensiveness" and "ease of use": twelve percent judged the instrument inadequate in the former regard and fifteen percent in the latter regard.

Open-ended responses to this evaluative portion of the questionnaire revealed a number of frequently-repeated suggestions for improvement;

- Simplify the language and avoid academic terms
- Make training needs of instructors more specific and concrete.
- Derive training needs items in field consultation with administrators and instructors in a sample of districts.
- Devise a method for including literacy students as well as literacy staff in design of the questionnaire and articulation of the needs.
- Include some items concerning alternative means for the delivery of training.

Table B.1
RESPONDENTS' EVALUATION OF SURVEY INSTRUMENTS

	INSTRUCTORS				ADMINISTRATORS			
Criterion	Excel	Good	Adeq	Inadeq	Excel	Good	Adeq	Inadeq
General Conception	10%	53%	28%	10%	23%	57%	19%	2%
Comprehensiveness	8%	51%	22%	20%	21%	49%	24%	6%
Pertinence of Areas Cited	8%	49%	29%	14%	24%	43%	30%	2%
Ease of Use	12%	43%	22%	24%	25%	42%	46%	8%
Average	10%	49%	25%	17%	23%	48%	30%	5%

It is interesting to note that there was a positive correlation between the level of previous education of respondents and their evaluation of the questionnaire -- that is, on all four closed-response evaluative questions respondents with a higher level of previous education tended to rate the survey instrument more favorably.

For example, according three points for an "excellent" rating, two points for "good," one for "adequate" and none for "inadequate," the average rating of the "Conception of the Questionnaire," was 1.55 among AA and BA recipients (both administrators and instructors), 1.91 among MA/MS recipients, and 2.22 among Specialist and PhD degree holders.

In part, this may simply confirm the remark made about "academic language" and indicate a need to make terms more concrete in order to render the forms equally accessible to all respondents.

Project staff took these remarks into consideration in formulating suggestions for improvement of the survey methodology and instruments. A number of the measures suggested were not feasible for the current study because of its very short timeline but could be incorporated in future studies of this type with more advance preparation time.

- Field test the instrument for clarity of conception and ease of use.
- Better distinguish and explain the ranking and rating exercises.

- Better distinguish the rating of general categories of training from the rating of specific types of training.
- Seek somewhat fuller background data on respondents, particularly with regard to other jobs they hold and other forms of training in which they have engaged.
- Label each page and number items more clearly. A less cluttered layout with more specific directions would also be desirable.
- Seek to gauge more directly how critical respondents feel training is *compared to other* uses *of their time and of agency resources*. (In their present form, the survey instruments focus principally on choices *among* different training options.)

In addition, project staff felt that the ideal method for further analysis of the data from this study would be to conduct a series of focus or contact group sessions at the local level in various districts around the State in order to discuss the meaning and accuracy of the results with literacy administrators and instructors.

APPENDIX C

Table C-1

REGION 1

County	Aggregate Number of Surveys Returned by: Advisors	Administrators	Instructors
Calhoun		1	1
Escambia	1	6	9
Gulf		1	
Jackson		1	1
Jefferson		2	4
Leon	1	1	2
Madison		1	1
Okaloosa		1	6
Taylor			1
Wakulla		1	1
Walton		1	
Washington	1		
TOTALS:	**3**	**16**	**26**

REGION 2

County	Aggregate Number of Surveys Returned by: Advisors	Administrators	Instructors
Alachua	2	1	1
Baker		1	1
Bradford/Union			1
Columbia		1	1
Dixie		1	2
Duval	2		
Flagler		1	1
Hamilton		1	
Lafayette		1	
Levy		1	
Marion	1	1	
Nassau	1	1	1
St. Johns		2	3
Suwanee		1	1
TOTALS:	**6**	**14**	**12**

REGION 3

County	Aggregate Number of Surveys Returned by: Advisors	Administrators	Instructors
Brevard		1	
St. Lucie		1	1
Okeechobee			1
Orange	1		
Osceola		1	2
Seminole	1	1	1
Sumter		1	
TOTALS:	**2**	**5**	**5**

REGION 4

County	Aggregate Number of Surveys Returned by: Advisors	Administrators	Instructors
Charlotte		1	1
DeSoto		1	
Hardee			1
Hernando		2	1
Highlands		1	1
Hillsborough	1		
Lee		1	4
Pasco		1	
Pinellas		1	1
Polk		1	1
Sarasota		1	1
TOTALS:	**1**	**10**	**11**

REGION 5

County	Aggregate Number of Surveys Returned by: Advisors	Administrators	Instructors
Broward		1	1
Dade (General)	2	8	2
Hendry		1	1
Martin		1	
Miccosukee Tribe		2	3
Monroe		2	
Palm Beach		1	1
Seminole Tribe		2	2
TOTALS:	**2**	**18**	**10**
Totals of all region survey participants	14	63	64

APPENDIX D

NETWORK OF IN-STATE RESOURCE PERSONS FOR ADULT LITERACY LEADERSHIP PROJECT

State Advisory Council on Adult and Community Education

Mr. Bill Bakewell
6400 17th Terrace, N.
St. Petersburg 33701
(813) 347-5635

Mr. Ron Froman
Adult General Education
Orange County Schools
P.O. Box 271
Orlando 32802
(407) 423-9286

Mrs. Connie Gilbert
Adult and Community Education
Dade County Schools
1450 N. E. 2nd Avenue
Miami 33132
(305) 376-1870

Mrs. Beverly Grissom
Adult Education
Daytona Beach Community College
P.O. Box 1111
Daytona Beach 32015
(904) 254-3077

Mrs. Katie Keene
President, Florida PTA
2133 Carroll Gardens Lane
Tampa 33612
(813) 932-6974

Mr. Samuel Lauff
Community Education Center
Marion County Schools
438 S. W. 3rd St.
Ocala 32674
(904) 629-7545

Dr. Ned Lovell
Stetson University
Campus Box 8419
Deland 32720-3779
(904) 734-4121

Dr. Evelyn Martin
Center for Community Education
P.O. Box 5987
Tallahassee 32301
(904) 224-4749

Mr. Otis Martin,
Superintendent
St. Johns County Schools
40 Orange Street
St. Augustine 32084
(904) 824-7201

Honorable Carrie Meek
The State Senate
6830 N.W. 28th Avenue
Miami, 33147
(305) 347-1155

Mr. Wilbur Gary
2430 Piedmont Street
Orlando 32805
(407) 293-3222

Mr. Tom Rezek
Escambia County Schools
1320 S.W. 4th Street
Ft. Lauderdale 33312
(305) 765-6466

Mr. Reid Wentz
P.O. Box 1005
Land O'Lakes 34639
(813) 376-0525

Mr. Edmund Magero
Adult and Community Education
Collier County Schools
3710 Estey Avenue
Naples 33942
(813) 643-2700

Project PLUS Florida Task Force Conveners

Dr. Carl A. Backman
Vice Provost and Assistant Vice President for Academic Affairs
1100 University Parkway, Building 10
Pensacola 32514
(904) 474-2050

Jack Newell
Pandhandle Area VISTA Literacy Project
1940 N. Monroe Street, Suite 26
Tallahassee 32303
(904) 487-2667

Karen Ruble
Learn to Read - Volunteer Service Bureau
520 Southeast Ft. King Street, Suite C-l
Ocala 32671
(904) 732-4771

Bob Wofford
Florida Junior College at Jacksonville
4501 Capper Road
Building D, Room 304
Jacksonville 32218
(904) 766-6701

Harriet Little, Co-Convener
Adult Education
Seminole Community College
100 Weldon Boulevard
Sanford 32771
(407) 628-0203

Nan Nolte, Co-Convener
104 Country Hill Drive
Longwood 32750
(407) 869-5367

Ellie Hale
Hillsborough County Public Library
900 North Ashley Drive
Tampa 33602
(813) 223-8348

Nel Lucas
Adult and Community Education
Palm Beach County Public Library
3323 Belvedere Road
West Palm Beach 33402
(407) 684-5106

Bill Peed
Adult and Community Education
Lee County Public Schools
1857 High Street
Naples 33901
(813) 334-7172

Emma G. Duffie
Adult and Community Education
Miami-Dade Community College
11380 Northwest 27th Avenue
Miami 33167
(305) 347-1458

St. Petersburg Conference Contacts

Gloria Anderson
Advisor
Smith-Williams Service Center
2295 Pasco Street
Tallahassee

Bernadette S. Bell
Director, Adult Basic Education
Daytona Beach Community College
Box 2811
Daytona Beach 32115-2811

Rita L. Currier
Program Director & Coordinator
37527 N. CR 44-A
Eustis 32726

Dr. Lois D. Fleming
The Florida Literacy Initiative:
1377-A Cross Creek Way
Tallahassee 32301

Dr. Dan Kaczynski
Crants and Federal Programs
Pensacola Junior College
1000 College Boulevard
Pensacola 32504

Mike McLeod
Recruiter/Trainer
The Center for Adult Literacy
620 S. Florida Avenue
Lakeland 33801

Gene R. Motley
Principal for Adult and Community
Education
St. Augustine Technical Center
2980 Collins Avenue
St. Augustine 32084

Bonnie Rothschild
Program Administrator
Project LEAD/Miami Dade Public
Library
101 W. Flagler Street
Miami 33130

Project Partners*

Cecelia "Ceal" H. Anderson, President
Literacy Volunteers of America, Inc.
C/O Washington County Council on Aging
408 South Boulevard West
Chipley 32428
(904) 432-6121 Ext. 5402

Dr. Kevin Freer
Director of Family Reading Partners Program
1940 North Monroe, Suite 26
Tallahassee 32303
(904) 487-4444

Dr. Connie E. Hicks-Evans, Program Specialist
State of Florida
DOE, Adult and Community Education
1244 Florida Education Center
Tallahassee 32399
(904) 488-8201

Matthew Meadows, LEAD
Superintendent, ABE
Broward County School System
Department of Adult and Community Education
1350 S. W. 2nd Court
Ft. Lauderdale 33312
(305) 760-7425

Jack Newell
Director
Gadsden-Wakulla/Even Start
C/O Leon County Public Library
1940 North Monroe, Suite 26
Tallahassee 32303
(904) 487-4444

Anita Rodgers, Executive Director
Florida Literacy Coalition
P.O. Box 533372
Orlando 32853
(407) 894-0726

Betty Ann Scott
State Library of Florida
R. A. Gray Building
500 South Bronough Street
Tallahassee 32399
(904) 487-2651

Dottie Vandergrift
Director of Developmental Education
Indian River Community College
3209 Virginia Avenue
Ft. Pierce 34981
(407) 468-4700 Ext. 4862

* The Project Partners are a representative group of individuals who have leadership responsibilities for adult literacy programs.

REFERENCES

Ames, R. (1989). Quality, not quantity. *Leadership and Learning.* University of Illinois at Urbana-Champaign: National Center for School Leadership. 1-6.

Courtney, B. (1990). An analysis of adult education administration literature, 1936-1989. *Adult Education Quarterly, 27,* 156-172.

Gilley, J. W. (1987). Practical tools for developing a comprehensive training strategy. *Lifelong learning: An omnibus of practice and research, 10,* (6), 10-14.

Jorgenson, E. E. (1988). The need for staff development in adult basic education. *Lifelong learning: An omnibus of practice and research, 11,* (7), 8-13.

Kiser, A. G., Humphries, T. and Bell C. (1990). Breaking through rational leadership. *Training & Development Journal, 44,* (1), 42-45.

Truskie, S. D. (1981). Emerging trends in adult education: Implications for management development. *Lifelong Learning: The Adult Years, 5,* (1), 14-27.